

**BACHELOR OF APPLIED ARTS (MEDIA STUDIES)
DIPLOMA IN MEDIA COMMUNICATIONS**

**FALL 2012
Section(s): 2
MDST 2020**

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Course Title:	Media Structure and Policy
Pre-requisite(s):	AHSS 1060
Co-requisite(s):	None
Restriction(s):	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description

Students study the diverse organizational and industrial structures of the press, electronic media and cultural industries and examine the ways in which those industries have been controlled by regulatory policies and agencies. With the emergence of the Internet and new information technologies in a globalizing world, students assess whether the traditional role of the state in regulating media continues to be relevant or even possible.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Describe and distinguish between mass media and mass communication.

2. Describe and understand what the information needs are in a democracy.
3. Compare and distinguish between public and private broadcasting.
4. Determine whether Canadian as opposed to American or other foreign ownership affects the ideological “slant” of the media (for example, a liberal or conservative bias)
5. Recognize and understand the concerns about the phenomenon of media monopoly.
6. Describe the various ways in which mass media in Canada is regulated by the Canadian state.
7. Explore the manner in which media organizations and their key personnel go about determining the content of media.
8. Describe the ways in which Canadian media are threatened by free trade and the World Trade Organization.
9. Describe and understand why the Internet is categorized as a new medium and why its structure presents unique challenges to regulatory agencies.

Learning Resources

Required Textbook(s):

Title: The Media of Mass Communication
Author: Vivian, John and Maurin, Peter J.
Edition: 5th edition (March 24, 2008)
Publisher: Pearson Education Canada
***ISBN:** 9780205499755

Supplementary Text/Other:

Occasional film clips, websites, journals, and articles that will be presented in class.

Course Schedule

Lesson	Topic	Reading(s)
Week 1 September 5	Introduction to Media Structure and Policy: the role of media and journalism in the system of the rule of law and its constitutional framework. North American and European Approaches in Media Regulations	
Week 2 September 12	The Birth of Printed Media: from the New-York Herald to New Media, the Evolution of their Ownership and Structure	The Media of Mass Communication Chapter 1, 2
Week 3 September 19	The Birth of Radio: from NBC to Saturn Satellite, Electronic Media Industries, the Economics of Mass Media, Culture and Values	The Media of Mass Communication Chapter 3, 4

Lesson	Topic	Reading(s)
Week 4 September 26	The Birth of Television: from NBC to the Globalized Television, Diverse and Similar Structures, Influence and Impact	The Media of Mass Communication Chapter 5
Week 5 October 3	The Influence of Radio, Corporate Radio, Radio Content: from the Golden Age of Radio to the Howard Stern Phenomenon	The Media of Mass Communication Chapter 6
Week 6 October 10	News Makes Owners – Owners Make News: from CNN to Al-Jazeera, Global Mass Media, Cultural and Political Intrusion and Globalization	The Media of Mass Communication Chapter 7
Week 7 October 17	Politics versus the Mainstream and Alternative Media: from Watergate to the War on Terror to Murdoch Gate, Evaluating Magazines and their Influence	The Media of Mass Communication Chapter 12
Week 8 October 24	Media Ethics: The “Peter Arnett Story”, Censorship vs. Freedom of Speech and Press	The Media of Mass Communication Chapter 13
Week 9 October 31	Evolution of Editorial Methods: from “Filter and Publish” to “Publish and Filter”, Case Study of Wikileaks	The Media of Mass Communication Chapter 14
Week 10 November 7	The Use of Media: Extremist Political Forces and Their Influence, the Role of the Media in Social Stability and Political Movements/Unrests	The Media of Mass Communication Chapter 15
Week 11 November 14	Media and Public Opinion: the CRTC and Canadian Broadcasting Regulations, US Regulations (FCC)	The Media of Mass Communication Chapter 16
Week 12 November 21	Yet Another Era in Journalism: The Arab Spring and the London Riots (Facebook and Twitter)	The Media of Mass Communication Chapter 17
Final Exam Period — please check www.guelphhumber.ca for exam schedule		

Evaluation and Due Dates

Students will be evaluated in this course through:

Group Assignment and Presentation	20% (Weeks 3-11)
Case Study	20% (Due by Oct.17)
Blog posts on Facebook	20% (Weeks 1-12)
Final Exam (to be scheduled within the final exam period)	40%
Total	<u>100%</u>

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Instructor Notes

About the Instructor

Pulitzer Prize Award winning broadcast journalist Jozsef Orosz produced and anchored daily television and radio shows for thirty years in Hungary, and also covered the Gulf Wars (Baghdad, 1991, 2003), the Fall of Communism (Berlin, 1989; Czechoslovakia, 1989; Romania 1989), the War in the Balkans (Sarajevo 1993), the aerial bombings of Belgrade (1999), the Netanya suicide bombing (Israel, 2002), and the Georgian revolution (Tbilisi, 2003). Mr. Orosz is also a lecturer of Journalism Ethics at the University of Ottawa.

Learning Approach

Every lecture will be accompanied by PowerPoint presentations to illustrate the given subject. For deeper understanding and for achieving comprehensive knowledge, students will (in a way) become 'eyewitnesses' by watching original documentaries, newsreels and respective archive footage as Complementary Visual Presentations. Furthering the visual and oral presentation, as a continuous exercise, students should cover the given subject of the respective class session by writing blog posts to be published on the Facebook site of this course (see Evaluation and Due Dates below) so that the instructor can continuously monitor the development of the students' understanding and knowledge.

While there may not be a formal grade for participation, it is still a crucial aspect in the creation of any successful learning community. At the same time it is important to be courteous and respectful in your interactions with others. While offering constructive criticism of someone's ideas is acceptable, attacking someone personally is never acceptable.

Assignments

All assignments and their components are required. Students who do not complete any components will be assigned a grade of zero.

Group Assignment and Presentation

Each week, a group of students (7-8) will choose the week's subject. At the beginning of the term, we will decide on the groups and each group will sign up for a week, starting Week Three. It is mandatory for each group to confirm the presentation topic with the instructor beforehand. As a group, the students must meet outside of class, decide on the topic, distribute the workload and finalize the presentation. In your presentation, use the corresponding video material to be discussed that week, employ secondary sources, and make connections with everyday life or issues that matter to you. I expect to see a critical interpretation of the subject matter under examination. Alternatively, after consulting your instructor, you might follow a story in the media and the way it is visually presented to the viewers and make a 20-minute report about it as a group. If you choose not to work on the proposed material in question for the week, you must stick to the central themes and concepts that we discuss in that particular week. Propose questions by the end of your presentation and generate a dialogue with your peers. Class debate generated on the subject matter is an inherent part of the group presentation, and will be greatly valued; it will also count in your final grade. You must use the textbook along with peer-reviewed articles or other library materials for your presentation. You can also use reliable electronic resources. You must use at least two secondary sources for your presentation. I want to have a written copy of your presentation for my records. In the hard copy, please indicate the role of each member of the group in the presentation as well as

include the bibliographical information. Note that all presentations are scheduled from Week 3 to Week 11.

Case Study of a Media Organization

Based on your choice, you should write a 4-6 page long assignment analyzing one of the current media organizations that the course has also dealt with. Choose an event or case that matters to you and possibly made a headline or led to a public debate. Examine every possible aspect that may have a bearing not only on the case in question, but also the media platform and its functioning. Besides a short introduction of the chosen organization and the case itself, elaborate and analyze both the supporting facts as well as the contrasting or contradictory claims by using at least six reliable and independent sources. These should justify your final conclusion arrived at through the method of comparing different approaches and points of view; the approach will also allow you to present the full characteristics and idiosyncrasies of the chosen topic. Put special emphasis on the possible ethical dilemmas, which are likely to typify this organization and the case itself. You should apply not a descriptive but an analytical focus. In the essay, it is also required to examine the interplay of all variables regarding the chosen media outlet in order to provide as complete an understanding of an event or situation in the given media organization as possible. Your written assignment should comply with the MLA format. Submission is due by October 17, 2012. Late submission will be penalized by 5% per day, weekends included. You are allowed to submit your paper via e-mail, but you must also provide a hard copy of the assignment. Please, consult the Drop Box Policy.

Blog Posts on Facebook

Students enrolled in the MDST 2020 (2) class are required to publish their entries on the respective subject matter of the class on Facebook. Entries are not only expected to have an analysis to contrast a descriptive focus on the respective topic of lecture, but it is also necessary to demonstrate students' individual research on the given lecture's subject in connection with the everyday phenomena regarding Learning Objectives. You should also make a comparison between the given subject matter and issues that matter to you. The length of each blog entry should be at least 200 words and the publishing of each entry is due before the next class. This assignment enables the professor to follow the students' development individually as well as gauge the extent of their comprehension of the material in question. Tardiness of publishing your entry on Facebook will have a serious effect on your grade.

Final Exam

The final examination is a multiple-choice exam that may contain short answer questions as well. You will write the final exam on the day scheduled by the Registrar's Office.

Failure to comply

If for any reason you fail to abide by the requirements of an assignment – either in the format (as outlined above) or the content/requirements (as outlined in the assignment) your grade will reflect that. For small oversights, percentages will be docked from your total. In the case of major transgressions, you will receive an incomplete for the assignment, which will appear as a zero.

Student's Responsibilities

Students enrolled in the MDST 2020 (2) class are expected to attend classes regularly, read all of the required readings, take notes during lectures, participate wholeheartedly in the group projects, behave in a professional and mature manner in class, and contribute to class discussions.

Reading the required readings before attending class will greatly enhance your learning experience and improve your final grade.

Note that laptop, cellphone, smartphone, and tablet computer use in class is not acceptable. Any use of laptops or other electronic devices will result in your being asked to leave. The digital recording of lectures is also not allowed. Students who disrupt the class by talking out of turn (private conversations) will be asked to stop and/or asked to leave.

Academic Policies

Important University of Guelph-Humber Academic Regulations

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

NOTE: The University of Guelph-Humber Undergraduate Calendar states "Students need to remain aware that instructors have access to and the right to use electronic and other means of detection."

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the

policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Grades

The assignment of grades at the University of Guelph-Humber is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students. The definitions for each of the numerical grade range (letter grades) follow:

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a

critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "***Memo to Faculty***".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/disabilityservices/>

Late Assignment Policy

Assignments and essays **will only be accepted in class**. If you are submitting a late assignment, it must be date-stamped and placed in the drop-box. **Late essays and assignments will be penalized 2% in the first day and 4% daily afterwards, if handed in late without a valid reason. After the period of 7 days no assignments or papers will be accepted.**

The mass media is a diversified collection of media technologies that reach a large audience via mass communication. The technologies through which this communication takes place include a variety of outlets. Broadcast media transmit information electronically, via such media as film, radio, recorded music, or television. Digital media comprises both Internet and mobile mass communication. Internet media comprise such services as email, social media sites, websites, and Internet-based radio and television.Â

âœ“ Mass media | Society and Culture | MCAT | Khan Academy. âœ“ Different Types of Mass Media We are All Accustomed To. âœ“ Mass Media and Society. âœ“ Intro to Mass Communication. âœ“ Que son mass media. Transcription.